



Members Present:

Mark Anderson (York), Salome' Ausin-Dodge (Beatrice), Jessica Harders-March (Crete), Peter Lyness (Milford), Mary Ann Mattingly (David City), Ruth Merrett (Norris), Kyla Petersen (Dorchester), Mary Jo Rupert (Norris), Joy Scheele (Crete), Jill Shaw (Crete)

9:00 Welcome

- Members present introduced themselves.
- The group reviewed the top essential questions:
 - How can teachers in mainstream classrooms differentiate for ELLs?
 - What kind of support do we, as ELL teachers, need to provide to help support our mainstream teachers as they have English Language Learners in their classrooms?
 - What is our district data telling us about the progress of our ELLs and thus, the success of our instructional programs?
- Jen referred to the Nebraska "K-12 Guidelines for English Language Proficiency." Specifically, she asked participants to consider strategies used by themselves (or colleagues) toward the vocabulary indicator: "...comprehend grade appropriate vocabulary in the content areas." Participants were asked to share their reflections which included:
 - *Language for Learning*
 - *Classroom Instruction that Works for ELL strategies*
 - Previewing/reviewing content materials and terms
- Participants were asked to read, summarize and discuss the articles in small groups, then as a whole group using the "Four As Text Protocol." (Participants were asked to consider underlying *assumptions* of the author, points with which they *agreed*, points they would like to *argue*, and *aspirations* for what they can take away from the text.) See <http://esu6ell.wikispaces.com/ELL+Network> for a downloadable copy of the "Four As Text Protocol".) Note that some of the *aspirations* are recorded below:
 - Lesaux, N.K. et.al. (2010). "The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly*, 45(2), 196-228.
 - Academic Word List
 - Comprehensive model for vocabulary instruction gets at complex understanding of general academic terms
 - High teacher approval rating, significantly positive results on measures of words taught directly
 - Townsend, D. (November 2009). Building academic vocabulary in after-school settings: Games for growth with middle school English-language learners. *Journal of Adolescent & Adult Literacy*, 53(3), 242-251.
 - Practical ideas for word review and engagement, not limited to after-school programs
 - Multiple strategies for each word
 - Application for all students (not just ELLs) to collaborate and be engaged with academic language

11:15 Title III Updates & Lunch

- *We had a wonderful working lunch at our meeting place, Stauffer's Café and Pie Shoppe!*
- Nancy Rowch and colleagues from NDE regretted that they could not attend this session. Nancy did provide a brief notice to alert ELL teachers/coordinators that ELDA roster information should be available for review in late April / early May through the District Assessment Contacts.
- ESUs 6 and 7 had an exciting opportunity to combine their networks on February 23, 2010. We met at the Holiday Inn Express in Fremont to meet one another, share resources, discuss solutions to challenges, and collaborate on new projects. See <http://esu6ell.wikispaces.com/ESU+6+%26+7+Network+Notes> for more information.
- Jen shared information that new IPT norms must be used with either the old (A & B) or new (C & D) forms of the IPT. Though we cannot order more tests because of Title III funding restrictions, we will continue to loan existing materials.
- Jen encouraged participants to study their district data regarding ELL students to determine which additional local, regional, or national training opportunities would be beneficial. We plan to facilitate an ELL specific data retreat next fall. The focus of this opportunity will be to facilitate district teams/individuals to make sense of all the data regarding ELLs to study progress of individual students and effectiveness of programs. The date is yet to be determined; however participants suggested that the data analysis be connected with the ELL Network sessions, either during or in the afternoon. Jen is taking suggestions!
- Jen reviewed the criteria for Title III allowable expenditures presented by Nancy Rowch at an earlier session. Essentially, an LEA (Local Education Agency) may only use Title III funds for services above/beyond what is required under State or local laws or other Federal laws. Often, expenditures must be reviewed on a case-by-case basis, and Jen advised to call her or Nancy Rowch with case specific questions. However, a few questions can guide us through most cases:
 - What is the instructional program/service provided to all students?
 - What services are required by other federal, state, local, and federal funds?
 - Was the program/service previously provided with state, local, and federal funds?
- Jen reported on the current balance of the ESU 6 Title III Consortium:
 - 08-09 Carryover (must be expended by September 2010): \$13,980
 - 09-10 Funds: \$26, 509
 - **Jen asked districts to request reimbursement for this year's expenditures before summer. Please contact Jen with any questions!**
- Jen reminded participants that Title III funds can be used for professional development. Thus, if district personnel have training needs, they should talk with Jen. Last spring, Janet Burger from Wilber-Clatonia, participated in a national conference for TPRS in San Antonio. Other members have attended the Direct Instruction Institutes in Oregon or other national level conferences and trainings.
- Through 2009-2010, our consortium purchased 35 User licenses for Rosetta Stone Online, Version 3, a computer-based supplementary program for language learning. To date, 35 users are registered. Jen is inclined to continue our subscription for 35 licenses, and she will be asking districts for input regarding two questions very soon:
 1. To what benefit has the program been with ELLs or other program stakeholders?
 2. How many licenses does your district estimating needing for the 2010-2011 school year?

Next Year's ELL Network Sessions: (9:00 am – 11:45 am)

- October 7, 2010
- January 19, 2011
- April 13, 2011

12:30 Meeting Adjourned